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# Comparative characteristics of teaching English

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#### **ABSTRACT**

Today, the issue of learning foreign languages remains relevant. This article explores the peculiarities of teaching foreign languages, especially English. The article analyzes several methods of teaching foreign languages.

**Keywords:** foreign language, English, method, methodology, communicative method, small groups, training, dialogist.

#### 1. INTRODUCTION

The most important requirement was the refusal to learn the system. As the goal of the training, a "living" language was chosen, one used in everyday communication. By that time, linguists had already paid attention to the phenomenon of speech, closely engaged in the study of the phonetic level of the language. This could not but affect the methodology. What is the essence of the direct method? The main conceptual idea is already subtracted from its name: the trainees enter the world of the language they are learning "in the direct way", that is, the way the child masters the native language. In addition, this means that students do not need a language-an intermediary whose influence, from the point of view of the followers of this method, inhibits the formation of skills. This idea has a serious methodological consequence: both the lessons themselves and the textbook exclude the use of their native language. The direct method is basically monolingual. Therefore, in order to explain and seek understanding, it is necessary to develop special forms of explanation.

Thus, a sophisticated system of methods for semantization (explanation of meaning) of vocabulary arises, based on the provisions of lexicology on the relationship between words among themselves - semantization through the reduction of synonyms, antonyms, through definition, description, etc. Only translation is excluded as a method of semantization. The most widely used is semantizationthrough visualization, which is understood not only as indirect (pictures, illustrations), but also as direct (demonstration of the objects themselves, performance of actions, etc.).

#### 2. MAIN PART

The next fundamental feature of the direct method is the rejection of the deductive approach to the presentation of grammatical material. The regularity, that is, the rule of using this or that grammatical phenomenon, is deduced only after its assimilation during repeated repetition of speech patterns (phrases) both during the lesson itself and with the help of a textbook through an exercise system. The priority of the practical application of a particular speech sample without the obligatory assimilation of theoretical material (rules and exceptions from it) is characterized as the inductance of the direct method. In addition, two more characteristics can be deduced from inductance: first, by repeating it many times and memorizing speech patterns in this way, students imitate a teacher or a textbook. This implies another designation of the direct method - imitation. Secondly, by modifying speech patterns, trainees act by trial and error, relying not so much on knowledge of rules as on intuition. Therefore, in contrast to the cognitive grammatical method, the direct method can be described as intuitive. A very important role within this specific methodological system is assigned to the teacher. He is a model in the absolute sense of the word. His speech should sound clearly, clearly, phonetically correctly and beautifully - the direct method for the first time puts forward the requirement of teaching phonetics, his teaching aids contain exercises for developing pronunciation skills. Therefore, it is preferable to use native speakers as teachers. In Europe, today, the so-called Berlitz schools work according to a direct method. It is known, for

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example, that the famous author of Ulysses, James Joyce, worked for ten years as an English teacher at a school in Berlitz in Italy. The direct method has become a springboard for the development of such highly specific, highly technical teaching methods as audio-lingual and audiovisual methods.

These methods found an even clearer reflection of the concept of linguistics about language as a set of structures, as well as the psychological doctrine of behaviorism, which is based on the rationale for human behavior through the formula "stimulus – reaction – reinforcement". The essence of both methods follows: the presentation of the language through ready-made formulas (structures) and their memorization using technical teaching aids (oral laboratory, tape recorder, etc.). The audiovisual method is also characterized by the maximum loading of the visual channel for receiving information simultaneously with the auditory one, which is achieved by displaying a "picture" (transparencies, films, video, etc.) during a sounding sound stimulus. Due to this, the formation of persistent associations is expected, and consequently, automatism in mastering speech structures reproduced even when one of the stimuli (visual or auditory), and subsequently the first and second are removed, is expected. Both of these methods are very interesting for their scientific platform. Each step is explained from a linguistic and psychological point of view. Both audio-lingual and audiovisual methods are very intense - they require hours of training both in the presence of a teacher and independent using technical teaching aids.

The purpose of training is, as for the direct method, mastery of the "living" language. The dominant skill, the development of which is focused on all the efforts of both students and teachers, is speaking. The time intensity, the use of technical training tools, and the repetition of material repeatedly allow you to quickly reach a certain level of development of skills, especially speaking skills. Nevertheless, only enthusiasts among teachers or certain educational institutions, such as, for example, the Center for the dissemination of the French language and culture, where the audiovisual method was developed, strictly adhere to the requirements of both methods. The complexity of the equipment, a strict sequence of actions, a large proportion of "drill" exercises, built on the endless repetition of the same structures, give the teacher a rather specific role. The times of exorbitant enthusiasm for the "laboratories of oral speech", in which they saw a panacea for all ills in the learning process, are long gone. Critics of these methods emphasize the impossibility of in-depth penetration into the structure of the language in a similar way: the oral laboratory technology allows you to learn a fairly limited, and therefore monotonous set of exercises, the purpose of which is mainly to reproduce (and not produce) familiar speech structures. In the development of skills, an excessive inclination towards speaking is also observed - reading and writing remain the stepdaughters of methods and are introduced only at the advanced stage of training.

## 3. RESULTS

As for listening, it does not find consistent development precisely as a skill: for all the auditory canal overloaded, listening is more a means of achieving a goal, but not a goal itself. In addition, texts of textbooks created on the basis of both methods often become targets for criticism. As a rule, these are dialogs designed to demonstrate how native speakers speak "in life". However, the trouble is that these are specially invented, the so-called synthetic texts, which only remotely resemble conversations of real carriers.

### 4. CONCLUSION

The fact is that neither audio-lingual nor audiovisual methods have given up the grammatical core of the whole concept. Grammar is used as a building material for the so-called structures. Unlike the grammatical method, the sequence of introducing structures is determined not by the logic of classical languages (in parts of speech), but by the place of each grammatical phenomenon inside the language being studied from the point of view of its simplicity or complexity. The consequence of such a progression in the selection of material is texts that are oversaturated with grammatical structures of the same order, which is why this is a rather strange impression. In subsequent exercises, the text is literally divided into separate structures, which are trained to automatism. An important principle for both methods is the inductive approach to the study of grammar - from examples to the rule.

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